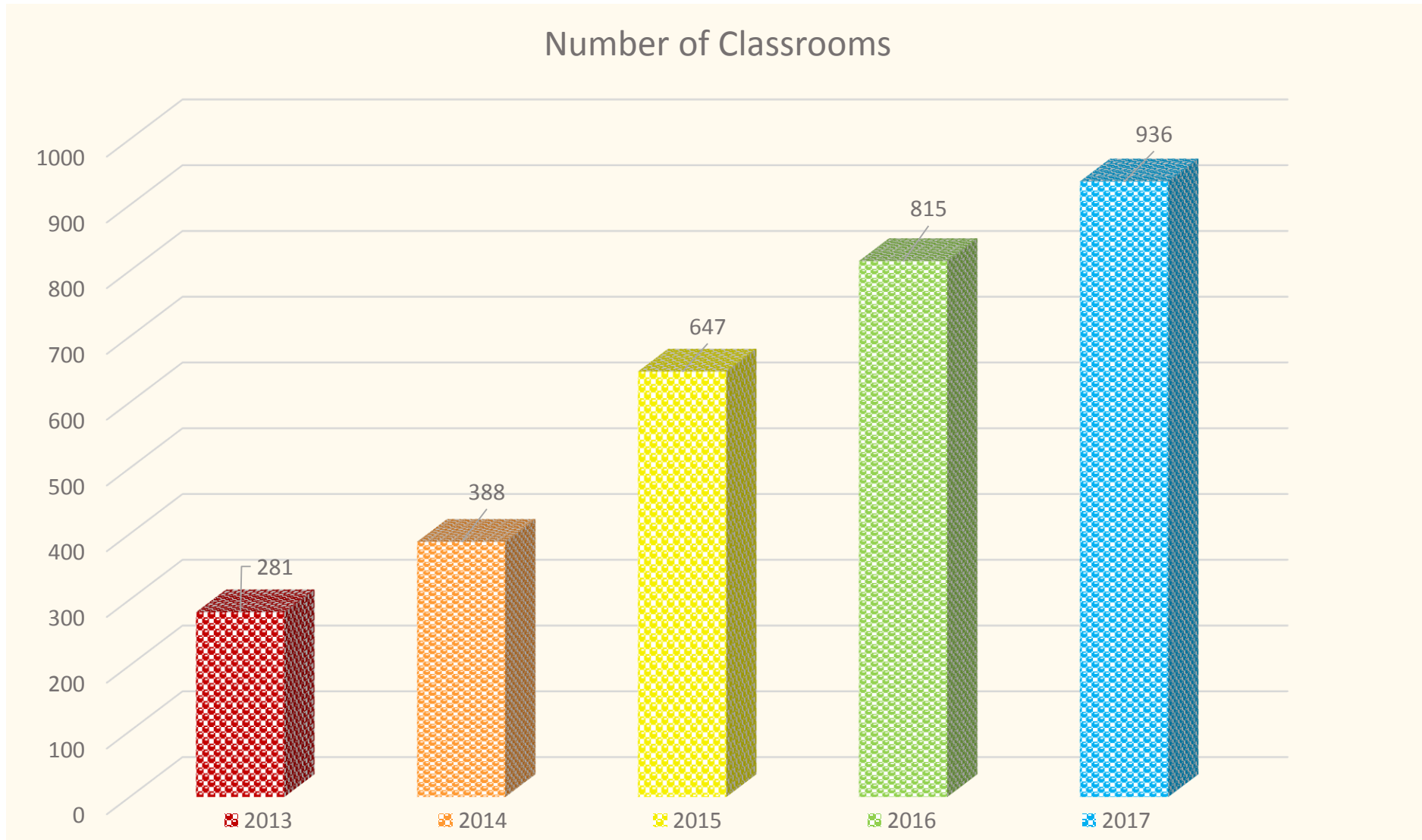




**ALABAMA DEPARTMENT OF**  
**Early Childhood**  
**Education**  
**2016-2017 DATA SNAPSHOT**

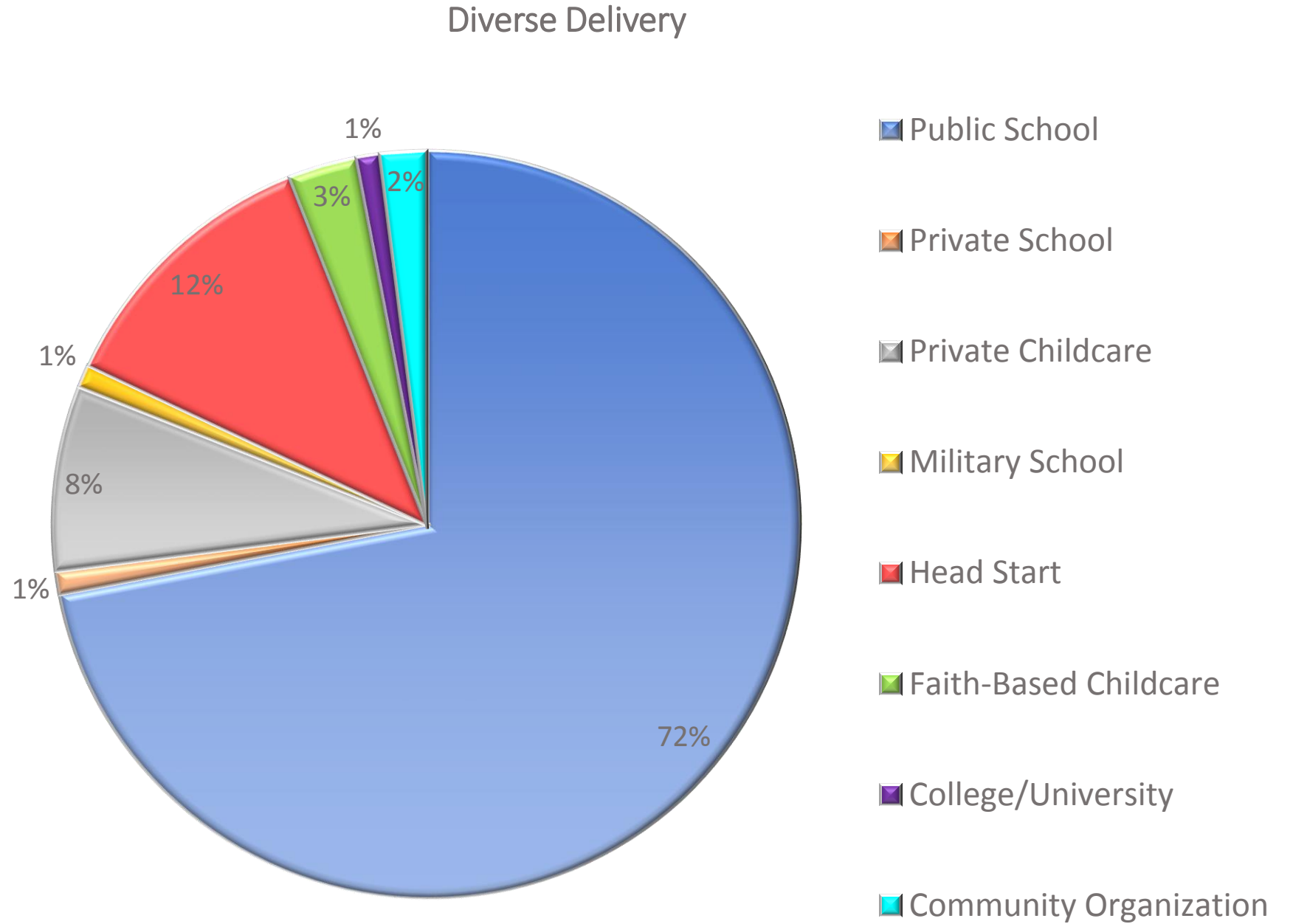
# Growth and Expansion



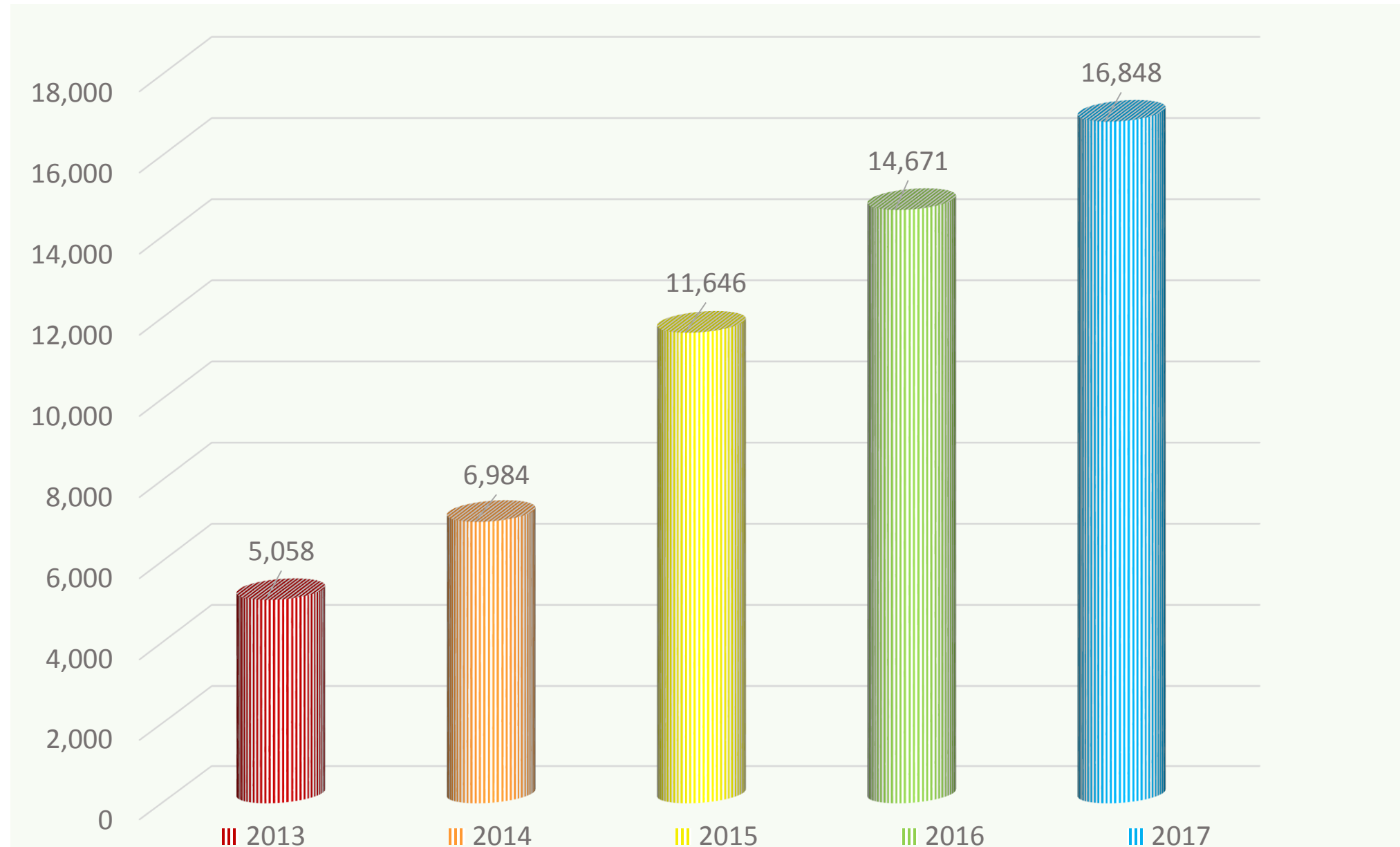
# Alabama's First Class Pre-K Classrooms Across the State in Eight Regions



# Program Types

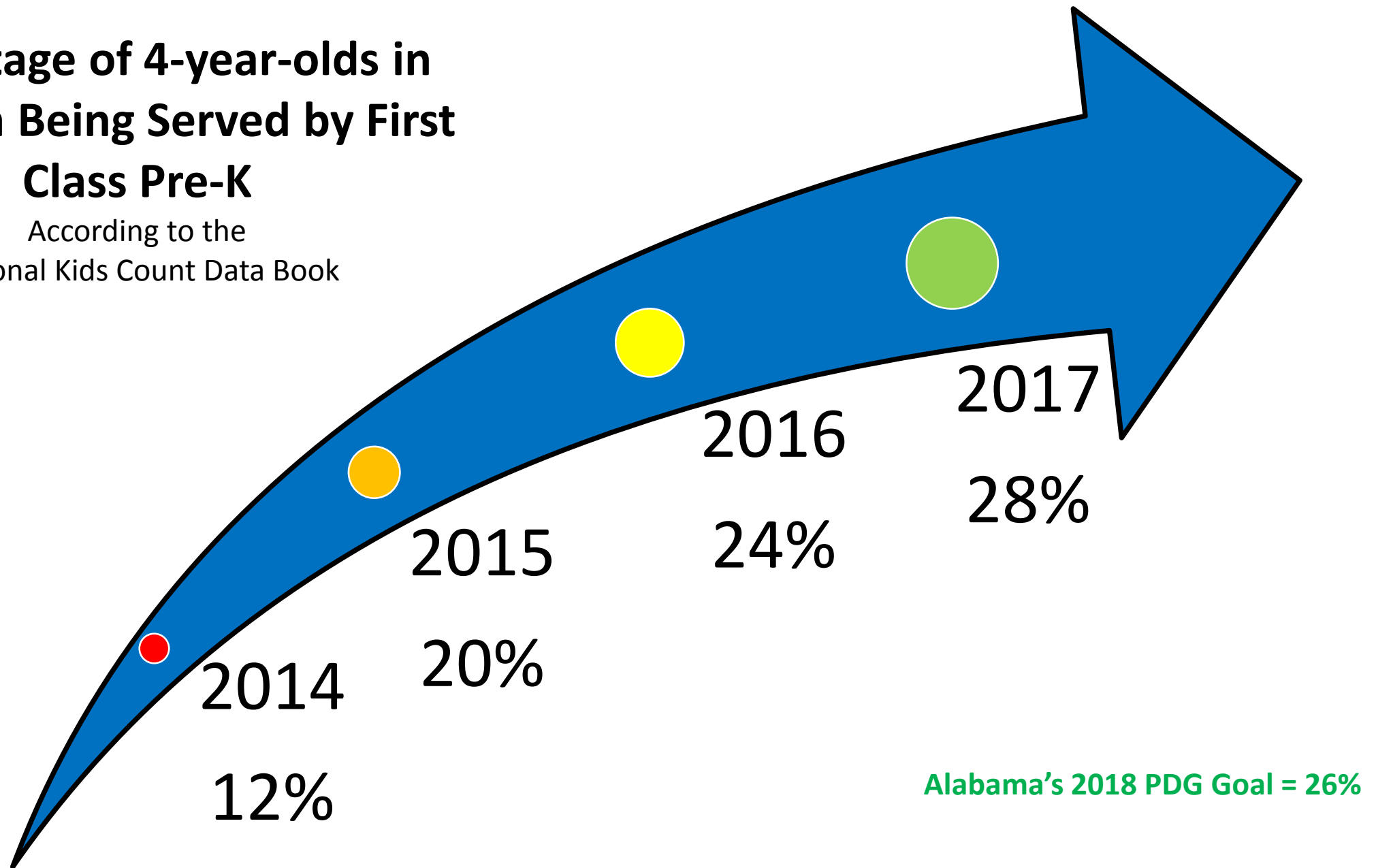


# Number of Children Being Served

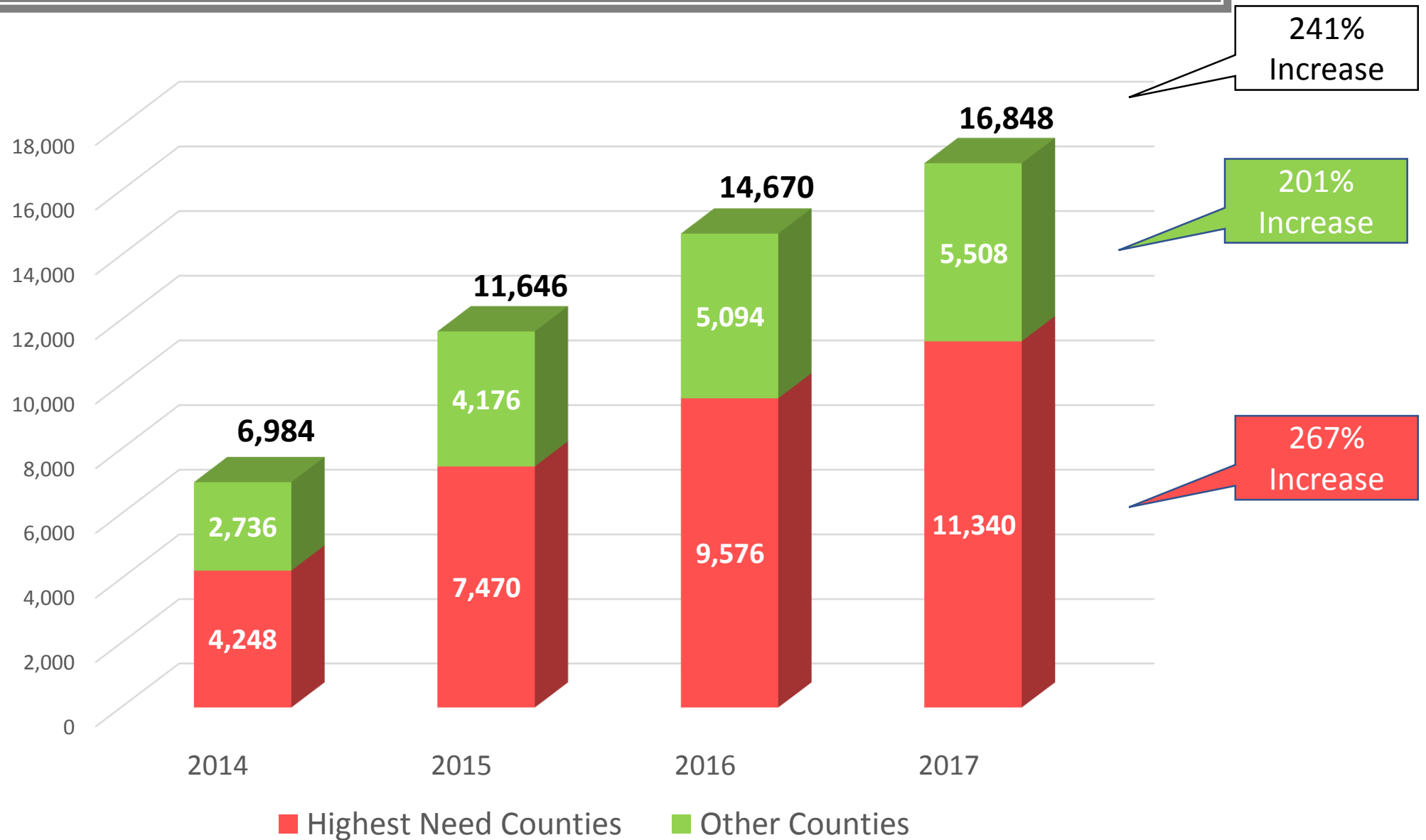


# Percentage of 4-year-olds in Alabama Being Served by First Class Pre-K

According to the  
National Kids Count Data Book

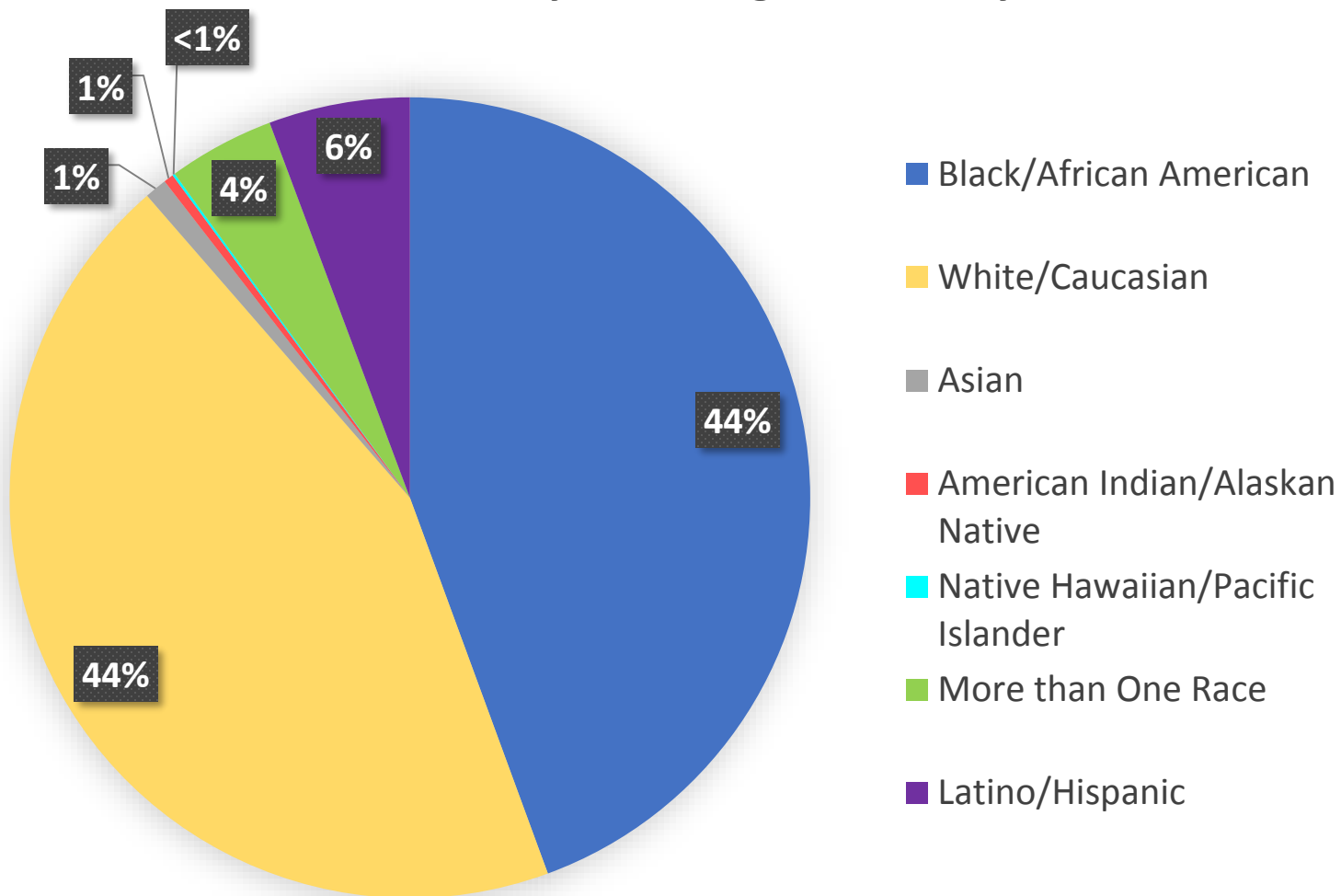


# Children Served by Degree of Need



# Children Served in 16-17 by Race

Child Diversity Percentages Served by First Class Pre-K



Alabama Child Diversity Percentages Served by State Public Schools

White: 58.4%

Black/African American:  
29.9%

Asian: 1.4%

American Indian/Alaskan  
Native: .5%

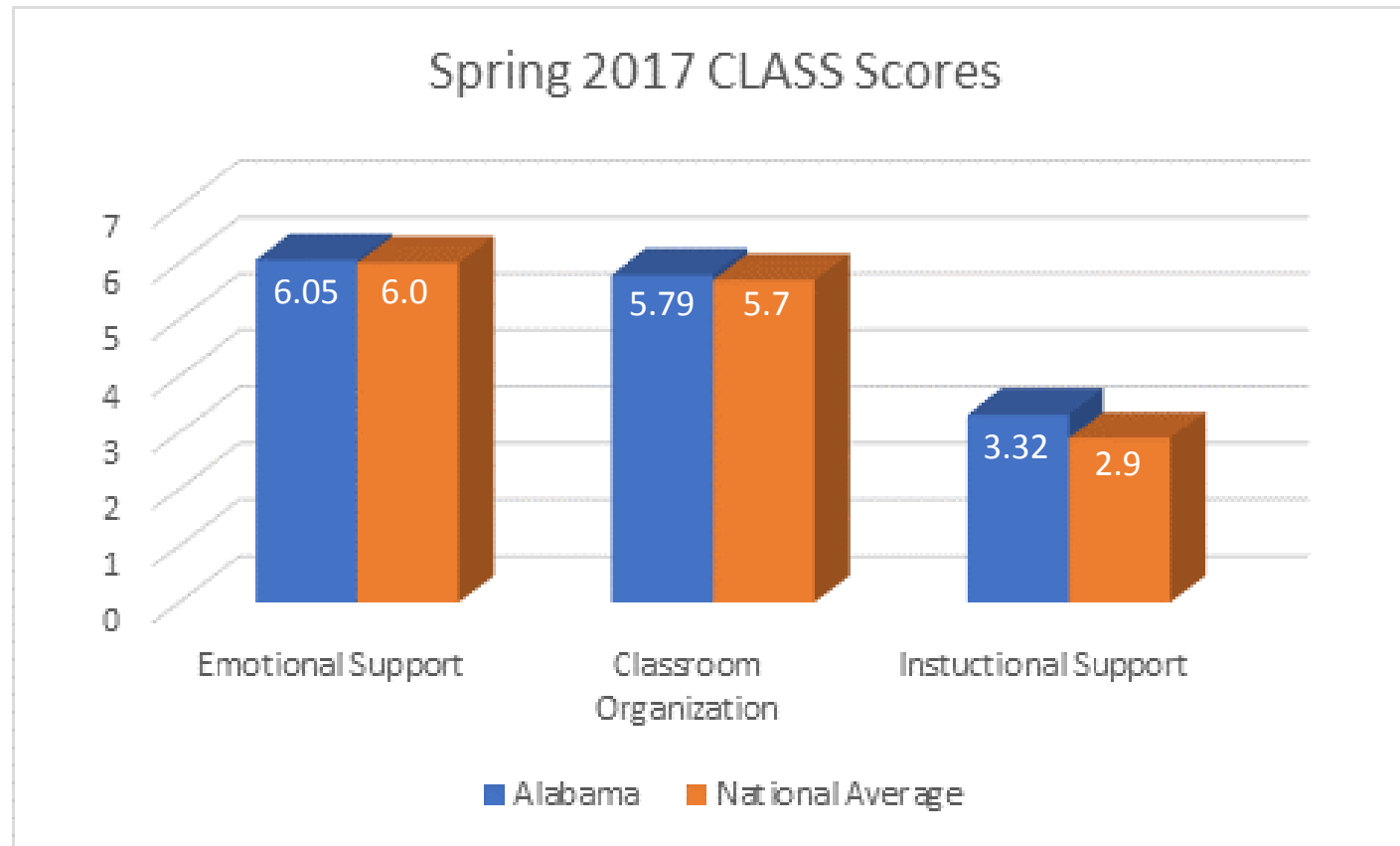
More than One Race: 2.9%

Hispanic: 6.9%



# Standards of High Quality

- ❖ *CLASS (Classroom Assessment Scoring System)*
  - research-based instrument for **assessing quality of teacher-child interactions**
  - **proven valid and reliable** in studies conducted by researchers at the *University of Virginia* and the *Gates Foundation's Measures of Effective Teaching Study*
- ❖ Alabama's First Class Pre-K *CLASS averages are above the national average*



# Quality Areas of Focus



Teacher  
Credential  
Requirements



Low  
Student:Teacher  
Ratios



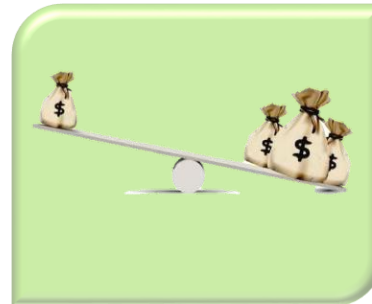
Ongoing,  
Consistent  
Coaching and  
Monitoring



Research-Based,  
Developmentally  
Appropriate  
Assessment of Student  
Growth and  
Development



Job-Embedded  
Professional  
Development

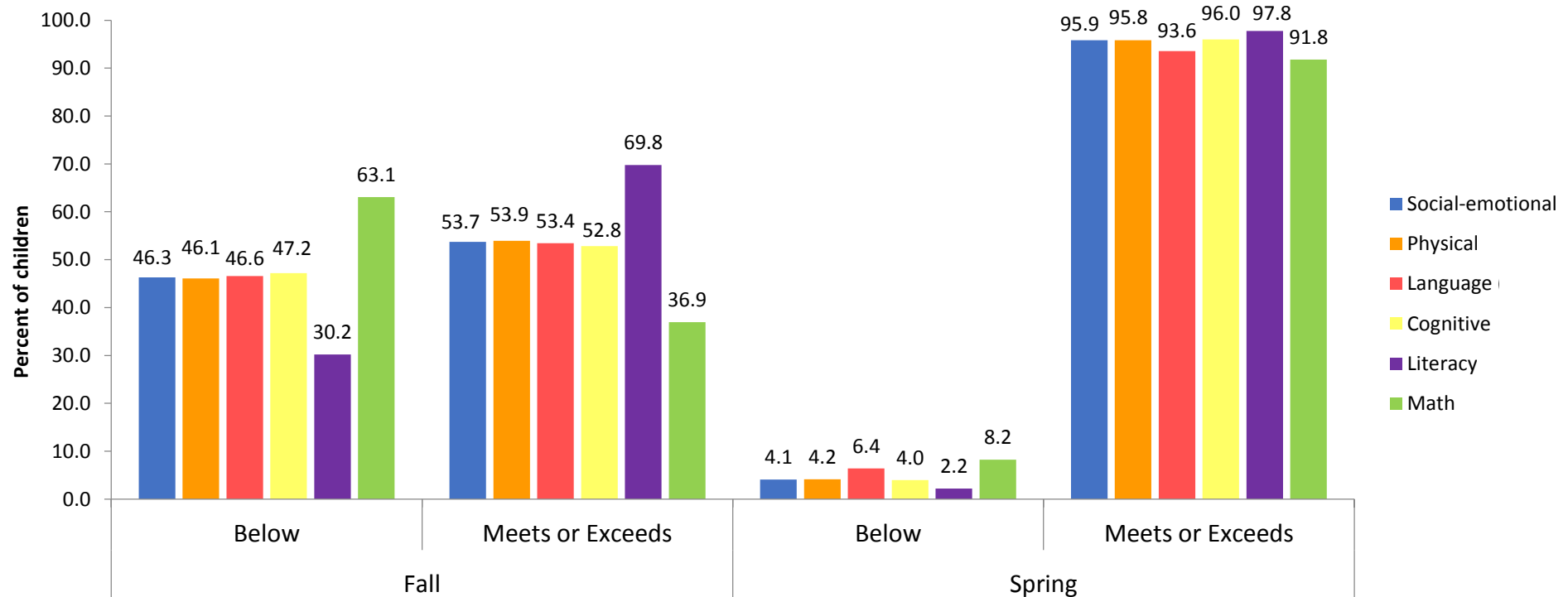


Pay Parity



# Positive Impact

- ❖ *GOLD (Teaching Strategies GOLD)* research-based instrument for **assessing children's learning over time**
  - Measurement tool **proven valid and reliable** in studies conducted by researchers at the *American Institute for Research (AIR)* and *The Center for Educational Measurement and Evaluation* at the University of North Carolina at Charlotte.
- ❖ **Nearly all** children who attended Alabama's First Class Pre-K finished the year **meeting or exceeding** widely-held expectations **across all domains** of school readiness for their age.



# Developmental Growth

- ❖ Growth in developmental domains as shown by percent of children meeting or exceeding Widely-Held Expectations (WHE) in Fall compared to Spring (end of First Class Pre-K year)
- ❖ Area of **greatest weakness** = Math
- ❖ Area of **greatest growth** = Math
  - In Fall, only 36.9% of children met or exceeded WHE for their age in Math. By Spring, 91.8% were meeting or exceeding WHE.

